

## CBMS Statement on Equity, Diversity, and Inclusion in the Mathematical Sciences



### **Brief Abstract:**

*The Conference Board of the Mathematical Sciences (CBMS) promotes understanding and cooperation among national organizations in the mathematical and statistical sciences and their allied disciplines. As such, we envision a mathematical sciences professional community that values all colleagues and students and in which we work and learn together with respect and dignity. We embrace a vision for this community that is equitable, diverse, and inclusive. We acknowledge our collective culpability in discrimination, bias, and other forms of injustice and we commit ourselves to action and accountability in service of our vision.*

## CBMS Statement on Equity, Diversity, and Inclusion in the Mathematical Sciences

### **Full Statement:**

The Conference Board of the Mathematical Sciences (CBMS) is an umbrella organization composed of professional societies and organizations from all areas of the mathematical and statistical sciences and allied disciplines. CBMS's stated purpose is to *"promote understanding and cooperation among these national organizations so that they work together and support each other in their efforts to promote research, improve education, and expand the uses of mathematics."* ([cbmsweb.org](http://cbmsweb.org))

**We envision a community of mathematical scientists where all of our colleagues and students are valued and in which we all work and learn together with respect and dignity.**

We envision a world in which all individuals have equitable opportunities to learn, use, and contribute to the mathematical sciences, as well as to shape the future of the disciplines. Our vision is a landscape that reflects the diversity of our society – across race, ethnicity, culture, gender, sexual orientation, disability status, and all other social identities – as learners, researchers, teachers, practitioners, leaders, and all other members of the professional community.

Making progress toward this vision is a matter of justice. Quantitative literacy is imperative to civic engagement, and includes the ability to model complicated situations, understand options, and make informed decisions. By appreciating, respecting, and honoring the diversity of people and voices in our professions, we are better able, as mathematical scientists, to utilize the tools of our fields to investigate, document, and communicate injustice and create pathways to many opportunities. All people must have equitable access to those opportunities.

Equitable education in the mathematical sciences enhances the learning experience of all students. Participating in a diverse classroom engages students with others who have perspectives, skills, and experiences that may be different from their own, which is vital to developing the problem-solving and critical thinking skills needed in our world. This rich type of educational experience also provides fertile ground for the development of a deeper appreciation and understanding of mathematics that will inspire and prepare students to be future users and creators of the powerful tools and concepts of our disciplines. This commitment includes the

preparation of teachers at every level – early childhood, elementary, secondary, undergraduate, and graduate – whose education will have a profound impact on future generations of students.

Equitable opportunities and an inclusive environment increase the diversity of ideas within our disciplines, enriching what we create, know, and use. Mathematicians, statisticians, and those in related areas view and explore ideas and concepts from new perspectives, make connections never before realized, harness concepts and tools to address the problems of tomorrow, and advance knowledge in important ways. By broadening the diversity of those who participate, we increase the potential for richer understandings and further developments in the mathematical and statistical sciences.

The power, beauty, and opportunity inherent in engaging with mathematics is a distant goal for some; we envision a world in which individuals of all identities know and believe there is a place for them in the mathematical sciences, can see themselves in those spaces, and are key builders of its future.

### **We acknowledge our responsibility and culpability.**

Our community currently falls far short of this equitable vision for a complex assortment of reasons, both historical and ongoing. Some of CBMS's member organizations have actively participated in the exclusion of some groups – including people of different races, ethnicities, cultures, genders, sexual orientations, disabilities, and other social identities – and are currently grappling with those past actions. Some have participated in this injustice in more subtle ways through inequitable opportunities, including biased policies and processes for making awards and filling leadership positions; inadequate support for caregivers (especially for childcare); and otherwise tolerating or even enabling bias, disrespect, macro- and micro-aggressions, and inequity. In stark contrast, some of CBMS's member organizations were created specifically to support the mathematical scientists impacted by these injustices.

We collectively acknowledge the need to examine past and present practices to identify injustices, and to implement policies and practices that redress these injustices, support equitable educational and professional opportunities, and create an inclusive and welcoming profession.

We acknowledge that the systemic nature of racism, misogyny, and other forms of discrimination requires each of our organizations to make significant investments

of time, energy, and other resources to identify and change problematic policies and procedures.

### **We commit to action and accountability.**

CBMS will create and employ policies and practices that model justice and equitable opportunities for all mathematical scientists. In turn, CBMS will support its member organizations in their work to create spaces that are just, equitable, diverse, and inclusive. Engaging in self-reflection and articulating our goals are essential first steps in making progress, but those steps must lead to action in order to be meaningful.

As a leader within the mathematical sciences communities, CBMS will make justice, equity, diversity, and inclusion fundamental to our mission of service, and commit ourselves to creating safe, humanizing, and fertile spaces for all mathematicians to flourish.

We will work together, as colleagues of different races, genders, and other social identities, to analyze and document practices and policies that disparately affect the access of some members of our community to participate fully in and benefit from the professional life of our member associations.

We pledge to collaborate across organizations, both within and beyond the mathematical sciences, to pursue policies and practices that lead to equity, diversity, and inclusion for all members of our community, and to commit resources to support those efforts.

To hold ourselves accountable, we will regularly share our progress with each other and the communities we represent. This will allow us to highlight and build on productive actions member organizations have taken and provide models for future progress.

As leaders in our disciplines, we recognize that this work is not a singular effort, but requires ongoing partnership as we iterate toward the just mathematical sciences community we envision. We pledge to continue to engage in dialogue with one another about systemic inequities and to collaborate on solutions.

**Through this statement, we embrace our vision for an equitable, diverse, and inclusive professional community; acknowledge the mathematical sciences community's culpability in racism, sexism, and**

other forms of unjust policies and behavior; and commit ourselves to action and accountability in service of that vision.

